Mathematics

Module 3

Having Fun Adding and Subtracting

Home Instructor's Guide: Day 1–9
and
Assignment Booklet 3A

Learning Technologies Branch

Alberta LEARNING

Grade Two Mathematics
Module 3: Having Fun Adding and Subtracting
Home Instructor's Guide: Days 1–9 and Assignment Booklet 3A
Learning Technologies Branch
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Cover photo: PhotoDisc, Inc.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Module 3: Having Fun Adding and Subtracting

This module focuses on number operations. The student will begin to understand and become better skilled at calculations. As well, the student will learn to select the appropriate arithmetic operation to use when solving a problem.

The module begins with a review of Module 1. Days 2 to 5 go over addition and subtraction facts to ten. Later days focus on applying various strategies to determine sums and differences of two-digit numbers.

To reinforce number operations on a daily basis, create story problems to present to the student. Encourage the student to create story problems, too. These can relate to the student's own experiences. If the student has five stuffed animals and a friend or sibling has three, ask how many there are in all, for example. Refer to items on shelves when shopping, birds the student observes, trees in the yard, animals you see around you, and so on.

Materials You Need

- manipulatives in the student's Math Box

- metre stick

- items in the Appendix
  Have these cut out and ready to use. Place these items in the Student Folder. If you have a laminated Place-Value Mat from Module 2, you may choose to use it.

Daily Summary

Day 1

This is a review of Module 1.

Answers

1. a. 35, 36, **37**, **38**, 39
   b. 46, 47, 48, **49**, **50**
   c. **79**, **80**, 81, 82, 83
   d. 27, **28**, **29**, 30, 31, 32
   e. 67, **68**, **69**, **70**, 71, 72, **73**, **74**

2. a. 26, 43, 61, 69
   b. 68, 71, 74, 80, 90

3. Accept 88, 89, 90, or 91.

4. a. 71   d. 38
   b. 99   e. 59
   c. 90

5. a. 40   d. 81
   b. 55   e. 69
   c. 20

6. a. 89   d. 95
   b. 71   e. 50
   c. 30

7. a. 41
   b. 16
   c. 35

8. a. 76
   b. 85
   c. 17

9. a. twenty
   b. twelve
   c. sixteen

10. a. fifteen
    b. nine
    c. five

11. a. twenty
    b. thirteen
    c. eighteen

12. a. four
    b. twelve
    c. fourteen

13. Review the instructions given to the student and ensure the student has followed them.

14. a. The numbers 76, 42, 34, 86, 18, 60, and 82 should be coloured blue.
The numbers 59, 81, 73, 25, 97, 49, 31, and 23 should be coloured red.

   b. ten, twelve, fourteen, sixteen

   c. Review with the student that a number is even if it ends with 0, 2, 4, 6, or 8 and if it can be divided equally in two.

   d. 71, 73, 75, 77, 79

   e. Review with the student that a number is odd if it ends in 1, 3, 5, 7, or 9 and if it cannot be divided equally in two.

15. The sort rules can either be by colour (red and blue) or shape (triangles and squares).

Day 2

This day reviews addition facts to 10.

Day 2: Lesson 3

The student reviews adding zero to a number. Ensure the student understands that adding a zero to a number does not change the number.

Answers

1. 2	4. 5	7. 7	10. 4	13. 7	16. 4
2. 6	5. 9	8. 2	11. 8	14. 5	17. 8
3. 1	6. 3	9. 6	12. 3	15. 9	18. 1

Day 2: Lesson 4

For question 1, dictate the following to the student.

a. $1+1$	f. $6+1$	k. $9+1$
b. $2+2$	g. $2+7$	l. $3+4$
c. $3+3$	h. $8+1$	m. $10+0$
d. $4+4$	i. $4+2$	n. $5+4$
e. $5+5$	j. $6+1$	

Answers

1. a. 2   e. 10   i. 6   m. 10
   b. 4   f. 7   j. 7   n. 9
   c. 6   g. 9   k. 10
   d. 8   h. 9   l. 7

2. a. 9   e. 5   i. 10
   b. 9   f. 9   j. 7
   c. 7   g. 5
   d. 8   h. 3

3. a. 8   e. 9   i. 10   m. 10   q. 10   u. 6
   b. 7   f. 10   j. 10   n. 9   r. 8   v. 7
   c. 8   g. 6   k. 9   o. 8   s. 9   w. 8
   d. 9   h. 9   l. 7   p. 7   t. 10   x. 6

There are extension activities for Day 2. These activities are suitable for Days 2 to 9.

Have the student do the assignment for Day 2 after completing the day's lessons.

Day 3

This day reviews addition facts to 10.

Day 3: Lesson 3

The student learns about input-output and rules for addition. For example, if the add rule is 3, and the input (or known number) is 2, then the output (or answer) is 5. If the add rule is 6, and the input is 1, then the output will be 7. Review and practise this concept with the student until he or she comprehends it.

Answers

1.

Rule: Add 3	
Input	Output
2	5
5	8
7	10
3	6
4	7
1	4

2.

Rule: Add 4	
Input	Output
4	8
6	10
3	7
5	9
2	6
1	5

3.

Rule: Add 2	
Input	Output
6	8
8	10
5	7
3	5
4	6
2	4
0	2
1	3
7	9

6.

Rule: Add 1	
Input	Output
5	6
8	9
6	7
3	4
4	5
9	10
0	1
1	2
2	3
7	8

4.

Rule: Add 5	
Input	Output
3	8
5	10
0	5
1	6
4	9
2	7

7.

Rule: Add 7	
Input	Output
1	8
2	9
0	7
3	10

5.

Rule: Add 9	
Input	Output
0	9
1	10

8.

Rule: Add 6	
Input	Output
0	6
1	7
4	10
2	8
3	9

9.

Rule: Add 9	
Input	Output
2	10
0	8
1	9

10. a.

Rule: Add 3	
Input	**Output**
3	6
5	8
2	5

d.

Rule: Add 6	
Input	**Output**
2	8
4	10
3	9

b.

Rule: Add 1	
Input	**Output**
7	8
9	10
8	9

e.

Rule: Add 5	
Input	**Output**
4	9
1	6
2	7

c.

Rule: Add 2	
Input	**Output**
5	7
4	6
7	9

Day 4

Day 4: Lesson 1

Answers

1. a. $5 + 2 = 7$
   b. 7

2. a. $4 + 6 = 10$
   b. 10

Day 4: Lesson 2

The student learns about number families. Ensure the student understands how numbers are related (hence, *families*) to each other. For example, the sum of $3 + 2$ is the same as $2 + 3$. It is important that the student see that changing the order of the numbers does not affect the sum. Have the student observe patterns that occur. For example, note how in the Number 5 Family chart the numbers descend in the first column, then reverse in the second column.

Answers

1. The members of the 2 family are 0,1, and 2.

2. The addition sentences for the 2 family include the following:

   - $0+2=2$
   - $1+1=2$
   - $2+0=2$

3. The members of the 6 family are 0, 1, 2, 3, 4, 5, and 6.

4. The addition sentences for the 6 family include the following:

   - $0+6=6$ - $4+2=6$
   - $1+5=6$ - $5+1=6$
   - $2+4=6$ - $6+0=6$
   - $3+3=6$

5. The members of the 7 family are 0, 1, 2, 3, 4, 5, 6, and 7.

6. The addition sentences for the 7 family include the following:

   - $0+7=7$ - $4+3=7$
   - $1+6=7$ - $5+2=7$
   - $2+5=7$ - $6+1=7$
   - $3+4=7$ - $7+0=7$

7. The members fo the 8 family are 0, 1, 2, 3, 4, 5, 6, 7, and 8.

8. The addition sentences for the 8 family include the following:

   - $0+8=8$ - $5+3=8$
   - $1+7=8$ - $6+2=8$
   - $2+6=8$ - $7+1=8$
   - $3+5=8$ - $8+0=8$
   - $4+4=8$

9. The members of the 9 family are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

10. The addition sentences for the 9 family include the following:

- $0+9=9$
- $1+8=9$
- $2+7=9$
- $3+6=9$
- $4+5=9$

- $5+4=9$
- $6+3=9$
- $7+2=9$
- $8+1=9$
- $9+0=9$

Have the student do the Assignment for Day 4 after completing the day's lessons.

Day 5

These lessons review subtraction facts to 10.

Day 5: Lesson 4

For question 1, give the student ten manipulatives. Dictate the following subtraction sentences to the student. Have the student solve the sentences using the manipulatives and then write the subtraction sentence.

a. $9-2$	e. $6-3$	i. $4-0$	m. $6-5$
b. $3-1$	f. $10-5$	j. $2-2$	n. $4-2$
c. $7-4$	g. $8-6$	k. $7-6$	
d. $5-4$	h. $9-7$	l. $10-8$	

Answers

1. a. 7	e. 3	i. 4	m. 1
b. 2	f. 5	j. 0	n. 2
c. 3	g. 2	k. 1	
d. 1	h. 2	l. 2	

2. a. 2	c. 3	e. 3	g. 7	i. 0
b. 3	d. 4	f. 1	h. 2	j. 3

3. a. 4	d. 7	g. 4	j. 8	m. 3	p. 1	s. 1	v. 1
b. 4	e. 0	h. 4	k. 1	n. 9	q. 6	t. 2	w. 6
c. 2	f. 6	i. 0	l. 3	o. 2	r. 3	u. 5	x. 2

Have student do the assignment for Day 5 after completing the day's lessons.

Day 6

These lessons continue to focus on subtraction facts to 10.

Day 6: Lesson 2

1.

Rule: Subtract 2	
Input	Output
5	3
7	5
3	1
4	2
2	0

2.

Rule: Subtract 4	
Input	Output
5	1
6	2
4	0
8	4
9	5
7	3
10	6

3.

Rule: Subtract 3	
Input	Output
5	2
6	3
4	1
8	5
9	6
7	4
10	7

4.

Rule: Subtract 5	
Input	Output
10	5
5	0
9	4
7	2
6	1
8	3

5.

Rule: Subtract 9	
Input	Output
10	1
9	0

6.

Rule: Subtract 1	
Input	Output
5	4
8	7
6	5
3	2
4	3
9	8
10	9
1	0
2	1
7	6

7.

Rule: Subtract 7	
Input	Output
9	2
7	0
10	3
8	1

9.

Rule: Subtract 8	
Input	Output
8	0
10	2
9	1

8.

Rule: Subtract 6	
Input	Output
10	4
7	1
8	2
6	0
9	3

10.

Rule: Subtract 10	
Input	Output
10	0

11.

a.

b.

c.

d.

e.

f.
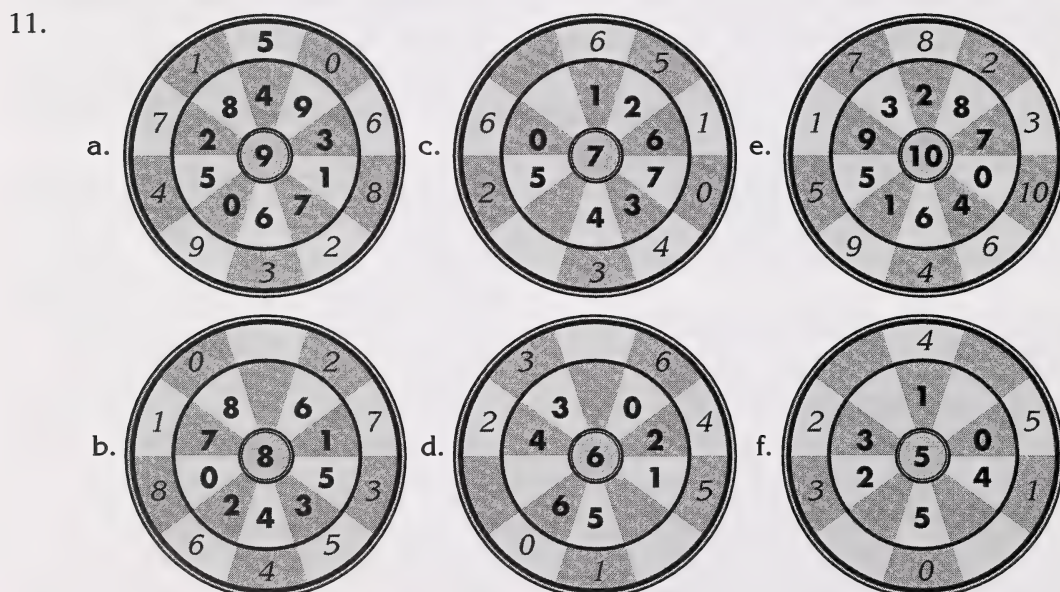
Have the student do the assignment for Day 6 after completing the day's lessons.

Day 7

Day 7: Lesson 1

This lesson has a two-minute timed exercise where the student will try to answer as many questions as possible. These exercises are at the beginning of most of the days.

Answers

1. 3	6. 5	11. 2	16. 2
2. 2	7. 3	12. 6	17. 6
3. 4	8. 4	13. 3	18. 1
4. 7	9. 1	14. 2	19. 7
5. 8	10. 1	15. 1	20. 1

Day 7: Lesson 2

The student is familiar with the concept of take away when subtracting. For example, Sue had six cats and gave away two. How many did she have left?

$6 - 2 =$ ☐

This lesson deals with two other subtraction situations: comparison and "how many more are needed?" In comparison, the student finds the difference between two quantities, matching them one-to-one, and finding the difference between them. For example, Sue has six cats. Tom has two cats. How many more cats does Sue have than Tom?

$6 - 2 =$ ☐

The other situation asks "how many more are needed?" For example, Sue has six cats. Two of them are black and the rest are white. How many are white?

$6 - 2 =$ ☐

The subtraction problems address all three subtraction situations. Ensure the student understands all three. The best way for the student to learn this concept is by using manipulatives to represent the numbers in the problems. The student should be using manipulatives for every problem.

Answers

1. a. $10 - 4 = 6$
       There were six cookies left.

    b. $7 - 4 = 3$
       Elena has three more dollars than Jasper.

    c. $8 - 6 = 2$
       Two balloons were blue.

    d. $9 - 5 = 4$
       Four more students liked football than hockey.

    e. $10 - 3 = 7$
       Jasper moved seven spaces.

    f. $9 - 2 = 7$
       Seven dots are on the covered half of the domino.

2. Ensure the colour of the clouds corresponds to the numbers in the box.

a. 8	g. 1	m. 6
b. 0	h. 6	n. 3
c. 4	i. 2	o. 2
d. 8	j. 7	p. 4
e. 3	k. 5	q. 3
f. 4	l. 10	r. 5

Have the student do the assignment for Day 7 after completing the day's lessons.

Day 8

Day 8: Lesson 1

Answers

1. a. 3   f. 4   k. 7   p. 0
   b. 8   g. 10   l. 2   q. 7
   c. 7   h. 6   m. 2   r. 4
   d. 3   i. 1   n. 9   s. 8
   e. 5   j. 6   o. 7   t. 1

2. a. $4 - 3 = 1$
   Jasper read one more book the first week than the second.
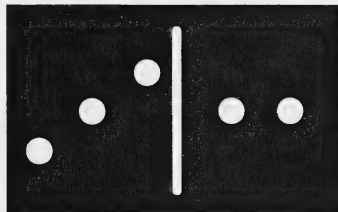
   b. $7 - 4 = 3$
   Three candies disappeared.

   c. $9 - 3 = 6$
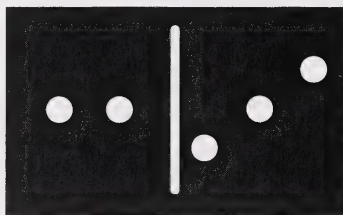   Elena had six chocolate chips in her cookie.

Day 8: Lesson 2

The student will write related sentences for addition and subtraction by using dominoes. Have the student put counters on each side of the blank Domino Cards.
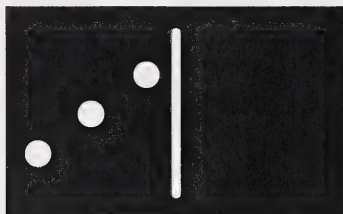

$$3 + 2 = 5$$

Then have the student turn the card around and write a new number sentence to show the total number of counters on the card.
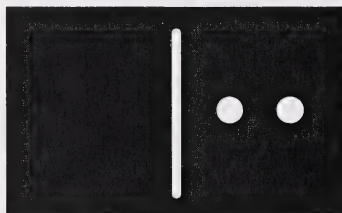

$$2 + 3 = 5$$

Have the student remove the counters from one side of the card and write a number sentence to show what number has been subtracted.

$$5 - 2 = 3$$

Replace the counters on the card; then remove the counters from the other side of the card.
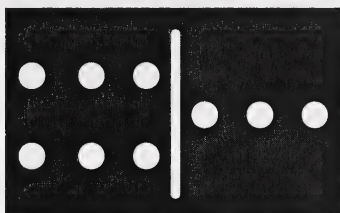

$$5 - 3 = 2$$

Repeat this procedure several times until the student understands the relation of addition and subtraction number families.

Day 8: Lesson 3

In this lesson, the student will use the picture Domino Cards. Give the student one card. The student will then write the number sentence to show the total number of dots on the card.

$$6 + 3 = 9$$

Turn the card around and have the student write a new number sentence.

$$3 + 6 = 9$$

Cover up one side of the card with paper. The student writes the number sentence to show the subtraction.

$$9 - 3 = 6$$

Remove the paper and cover the other side of the card. The student writes the number sentence to show the subtraction.
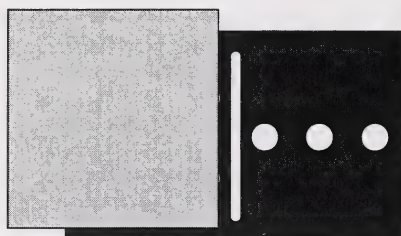
$$9-6=3$$

Repeat this procedure several times until the student understands the relation of addition and subtraction number families.
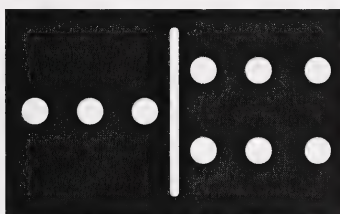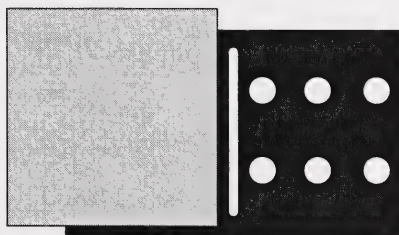
Answers

1. a. $2+5=7$ d. $6+3=9$ g. $6+1=7$
   $5+2=7$ $3+6=9$ $1+6=7$

   b. $5+6=11$ e. $5+3=8$
   $6+5=11$ $3+5=8$

   c. $7+3=10$ f. $9+1=10$
   $3+7=10$ $1+9=10$

2. a. $9-8=1$ d. $9-6=3$ g. $8-5=3$
   $9-1=8$ $9-3=6$ $8-3=5$

   b. $10-7=3$ e. $7-4=3$
   $10-3=7$ $7-3=4$

   c. $9-5=4$ f. $5-2=3$
   $9-4=5$ $5-3=2$

3. a. $5+1=6$ c. $2+7=9$ e. $6+2=8$
      $1+5=6$ $7+2=9$ $2+6=8$
      $6-5=1$ $9-7=2$ $8-6=2$
      $6-1=5$ $9-2=7$ $8-2=6$

   b. $1+2=3$ d. $3+1=4$
      $2+1=3$ $1+3=4$
      $3-2=1$ $4-3=1$
      $3-1=2$ $4-1=3$

Day 9

Day 9: Lesson 1

1. a. 3   f. 5   k. 8   p. 0
   b. 8   g. 9   l. 4   q. 7
   c. 8   h. 7   m. 2   r. 5
   d. 2   i. 2   n. 9   s. 10
   e. 4   j. 6   o. 8   t. 1

2. a. $6+4=10$
      She now has ten pictures.

   b. $8-3=5$
      Jasper found five pennies.

   c. $9-7=2$
      The difference in price between the two brands of gum is two cents.

Day 9: Lesson 2

The student will be adding doubles—basic facts in which both addends are the same number. Have the student add doubles using manipulatives, starting with $1+1$, then $2+2$, up to $10+10$.

Answers

1. 10   3. 6   5. 20   7. 2   9. 4
2. 16   4. 14   6. 12   8. 8   10. 18

Day 9: Lesson 3

This lesson focuses on adding one more or one fewer when adding doubles.

Answers

1. 19	5. 9	9. 17
2. 11	6. 15	10. 11
3. 19	7. 13	11. 17
4. 21	8. 7	12. 9

Day 9: Lesson 4

The student learns how to subtract doubles.

Answers

1. 8	3. 7	5. 10
2. 9	4. 6	6. 5

If the student hasn't done some of the extension activities for Days 2 to 9, have the student try some of these now.

Have the student do the assignment for Day 9 after completing the day's lessons.

When the student finishes the assignment on Day 9, direct him or her to the Student Survey and Student Checklist in the Assignment Booklet. The student may work on these alone or with your help. Go over the responses and discuss them with the student. Give additional instruction as needed to any of the concepts the student has indicated he or she needs help with.

Ensure that you complete the Home Instructor's Evaluation Checklist and Home Instructor's Feedback forms for Days 1 to 9. The Home Instructor's Feedback is to give any information you think may be helpful for the teacher to know.

Submit Assignment Booklet 3A for marking.

ASSIGNMENT BOOKLET 3A

Grade Two Mathematics
Module 3: Days 1–9

Home Instructor's Comments and Questions

_____
Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Grading

Mathematics:

_____

Neatness:

_____

Date Assignment Booklet
Received:

_____

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

_____

Grading Scale

A – Very Satisfactory
B – Satisfactory
C – Needs Attention
D – Unsatisfactory

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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1. Postage Regulations

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Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

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2. All faxing costs are the responsibility of the sender.

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Module 3

Having Fun Adding and Subtracting

Assignment Booklet 3A

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Grade Two Mathematics
Module 3: Having Fun Adding and Subtracting
Assignment Booklet 3A
Learning Technologies Branch

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

1. Add and print the sum.

a. $8 + 2 =$ ☐   f. $6 + 2 =$ ☐   k. $2 + 2 =$ ☐

b. $6 + 4 =$ ☐   g. $5 + 1 =$ ☐   l. $1 + 1 =$ ☐

c. $3 + 4 =$ ☐   h. $3 + 3 =$ ☐   m. $10 + 0 =$ ☐

d. $2 + 1 =$ ☐   i. $4 + 4 =$ ☐   n. $9 + 1 =$ ☐

e. $7 + 3 =$ ☐   j. $5 + 5 =$ ☐

2. Add and print the sum.

a.	3	d.	8	g.	6	j.	6	m.	6	p.	3
	$+\,2$		$+\,1$		$+\,3$		$+\,3$		$+\,1$		$+\,3$
b.	3	e.	2	h.	5	k.	3	n.	2	q.	5
	$+\,1$		$+\,7$		$+\,2$		$+\,4$		$+\,3$		$+\,1$
c.	7	f.	1	i.	9	l.	2	o.	1	r.	4
	$+\,2$		$+\,8$		$+\,0$		$+\,8$		$+\,5$		$+\,2$

1. Fill in the missing numbers.

a. $3 + \boxed{} = 9$

b. $6 + \boxed{} = 8$

c. $\boxed{} + 5 = 5$

d. $\boxed{} + 1 = 7$

e. $4 + 3 = \boxed{}$

f. $2 + \boxed{} = 10$

g. $6 + \boxed{} = 8$

h. $\boxed{} + 5 = 10$

i. $\boxed{} + 6 = 10$

j. $4 + \boxed{} = 6$

k. $7 + \boxed{} = 9$

l. $2 + \boxed{} = 2$

m. $\boxed{} + 4 = 6$

n. $5 + \boxed{} = 7$

o. $2 + \boxed{} = 4$

p. $3 + \boxed{} = 10$

q. $\boxed{} + 6 = 8$

r. $7 + \boxed{} = 8$

s. $\boxed{} + 9 = 10$

t. $\boxed{} + 5 = 6$

u. $4 + \boxed{} = 9$

2. Fill in the addition families.

a.

6
$0 + 6 = 6$
$1 + \boxed{} = 6$
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$

b.

4
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$
$\boxed{} + \boxed{} = \boxed{}$

3. Print the rule and fill in the missing numbers. An example has been done for you.

Rule: Add 5	
Input	**Output**
4	9
3	8
5	10

a.

Rule:	
Input	**Output**
6	8
4	
7	

d.

Rule:	
Input	**Output**
3	6
7	
4	

b.

Rule:	
Input	**Output**
4	10
2	
3	

e.

Rule:	
Input	**Output**
4	8
5	
2	

c.

Rule:	
Input	**Output**
5	6
9	
8	

1. Subtract.

a. $8 - 2 =$ ☐   e. $7 - 3 =$ ☐   i. $10 - 4 =$ ☐

b. $6 - 4 =$ ☐   f. $6 - 0 =$ ☐   j. $9 - 5 =$ ☐

c. $9 - 4 =$ ☐   g. $5 - 1 =$ ☐   k. $8 - 2 =$ ☐

d. $2 - 1 =$ ☐   h. $3 - 3 =$ ☐   l. $10 - 1 =$ ☐

2. Subtract.

a. $\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	d. $\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$	g. $\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$	j. $\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	m. $\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	p. $\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$
b. $\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$	e. $\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	h. $\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	k. $\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	n. $\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$	q. $\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$
c. $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	f. $\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	i. $\begin{array}{r} 9 \\ -0 \\ \hline \end{array}$	l. $\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	o. $\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	r. $\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$

1. Fill in the missing numbers.

a. $9 - \boxed{} = 3$

b. $6 - \boxed{} = 5$

c. $\boxed{} - 5 = 5$

d. $\boxed{} - 1 = 7$

e. $4 - 3 = \boxed{}$

f. $10 - \boxed{} = 6$

g. $6 - \boxed{} = 3$

h. $\boxed{} - 5 = 4$

i. $\boxed{} - 6 = 2$

j. $4 - \boxed{} = 1$

k. $10 - \boxed{} = 9$

l. $5 - \boxed{} = 3$

m. $\boxed{} - 4 = 6$

n. $7 - \boxed{} = 6$

o. $7 - \boxed{} = 4$

p. $9 - \boxed{} = 7$

q. $\boxed{} - 6 = 3$

r. $8 - \boxed{} = 3$

s. $\boxed{} - 9 = 1$

t. $\boxed{} - 5 = 4$

u. $9 - \boxed{} = 9$

2. Follow the rules and print the answers.

a.

Rule: Subtract 6	
Input	Output
7	
8	
6	
10	
8	

b.

Rule: Subtract 3	
Input	Output
8	
5	
6	
10	
9	
7	
4	

c.

Rule: Subtract 4	
Input	Output
10	
7	
9	
5	
8	
6	
4	

3. Print the rule and fill in the missing numbers. An example has been done for you.

Rule: Subtract 5	
Input	Output
9	4
8	3
10	5

a.

Rule:	
Input	Output
8	6
4	
7	

d.

Rule:	
Input	Output
6	3
7	
4	

b.

Rule:	
Input	Output
10	4
7	

e.

Rule:	
Input	Output
8	4
5	
7	

c.

Rule:	
Input	Output
6	5
9	
8	

Write the number sentence, including the addition or subtraction sign, for each problem. Then print the answer.

1. Jasper is baking some cookies. The cookies take ten minutes to bake. They have been in the oven for eight minutes. How much longer do they have to be in the oven?

a. ☐ ☐ ☐ = ☐

b. The cookies have to be in the oven ☐ minutes longer.

2. Elena's father runs five kilometres every day. Today he ran seven kilometres. How many more kilometres did he run today?

a. ☐ ☐ ☐ = ☐

b. Elena's father ran ☐ more kilometres today.

3. Elena's home instructor gave her five oranges. She also gave her five apples. How many oranges and apples does Elena have in all?

a. ☐ ☐ ☐ = ☐

b. Elena has ☐ apples and oranges in all.

4. Jasper has eight hockey cards. He gave his best friend six of them. How many hockey cards does Jasper have left?

a. ☐ ☐ ☐ = ☐

b. Jasper has ☐ hockey cards left.

5. Jasper counted nine rainy days in the month of October. Seven days were sunny. How many more days were rainy than sunny?

a. ☐ ☐ ☐ = ☐

b. There were ☐ more rainy days than sunny days.

6. Elena's friend Karl is nine years old. Elena is eight years old. How many more years older is Karl than Elena?

a. ☐ ☐ ☐ = ☐

b. Karl is ☐ year(s) older than Elena.

7. Elena's mother gave her five dollars to buy Jasper a present. Her father gave her four dollars. How much money does Elena have now?

a. ☐ ☐ ☐ = ☐

b. Elena has ☐ dollars now.

1. Make two addition and two subtraction number sentences for each group of numbers.

a.

5	3	2

b.

7	3	4

c.

4	10	6

2. Show how you add and subtract these numbers using doubles. An example has been done for you.

$6 + 7 = \boxed{}$

$\underline{\quad 6 + 6 + 1 = 13 \quad\quad\quad\quad\quad}$

a. $8 + 9 = \boxed{}$

$\underline{\quad\quad\quad\quad\quad\quad\quad\quad\quad\quad}$

c. $10 + 9 = \boxed{}$

$\underline{\quad\quad\quad\quad\quad\quad\quad\quad\quad\quad}$

b. $8 + 7 = \boxed{}$

$\underline{\quad\quad\quad\quad\quad\quad\quad\quad\quad\quad}$

d. $9 + 10 = \boxed{}$

$\underline{\quad\quad\quad\quad\quad\quad\quad\quad\quad\quad}$

e. $9 + 8 =$ ☐

_____

f. $5 + 6 =$ ☐

_____

g. $16 - 8 =$ ☐

_____

h. $14 - 7 =$ ☐

_____

i. $20 - 10 =$ ☐

_____

j. $18 - 9 =$ ☐

_____

k. $12 - 6 =$ ☐

_____

l. $10 - 5 =$ ☐

_____

Student Survey

Days 1 to 9

Think about what you have learned about addition and subtraction in Days 1 to 9. Then answer these questions.

What did you find easy about Days 1 to 9?

_____

_____

_____

_____

_____

_____

List **three** things you learned in Days 1 to 9.

_____

_____

_____

_____

_____

_____

Is there something you would like to know more about?

_____

_____

_____

_____

_____

Is there something you still need help with?

_____

_____

_____

_____

_____

Student Checklist

Days 1 to 9

I know how to . . .	Put a check mark beside the things you can do.
1. use manipulatives and pictures to show and describe how to add and subtract numbers	
2. use addition and subtraction to solve story problems	

Home Instructor's Evaluation Checklist

Days 1 to 9

Specific Outcomes/ Concepts Learned The student . . .	Has the student mastered the concept (yes or no)?
1. uses manipulatives, diagrams, and symbols to demonstrate and describe the processes of addition and subtraction of numbers	
2. recalls addition and subtraction facts to 10	

Home Instructor's Feedback